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ABSTRACT

A study was conducted (1) to determine the need for vocational training among the limited English speaking (LEP) population in Texas; (2) to determine how many LEP students are being served by vocational programs; (3) to set priorities in the training areas; (4) to assess the need and type of support services required to keep LEP students in vocational education programs; and (5) to recommend a future course of action to improve service to LEP populations in the state. Information was gathered through two statewide surveys of vocational directors and students, interviews of key individuals involved in vocational education programs, and review of the literature and guidelines. The study found that only about 10 percent of the estimated 90,000 LEP secondary-age persons were enrolled in secondary vocational education programs, and few were enrolled in college-level programs. The study reported that bilingual vocational programs would help to serve this population. Trade and industrial education was the most desired area, and this area also had the highest enrollment. The need for support services such as bilingual guidance counselors, job placement assistance, and child care was reported by some students. As a result of the study, goals for improving the vocational education programs for LEP populations were established. They include the following: providing students with instruction in both English and their primary language, providing students with instruction in vocational English as a second language while students learn job skills, and facilitating participation in the mainstream of society. Recommendations were made for both secondary and postsecondary levels to meet these goals. Questionnaires for administrators and students are presented in the appendixes. (KC)

ED281033

BILINGUAL VOCATIONAL EDUCATION NEEDS ASSESSMENT PROJECT

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A Report for the Edgewood Independent School District and the Texas Education Agency

conducted by
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CE046909

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Edgewood Independent School District

5358 West Commerce Street
San Antonio, Texas 78237-1399
(512) 433-2361

August 15, 1986

Dr. R. D. Bristow
Director
Dept. of Occupation Education & Technology
TEA,W. B. Travis Building
1701 North Congress Avenue
Austin, Tx. 78701

Dear Dr. Bristow:

Enclosed please find a master copy and 10 copies of the report titled "Bilingual Vocational Education Needs Assessment Project" which constitute the completion of the contract awarded to the Edgewood Independent School District (EISD). In this contract, the EISD was to collect information and data (1) to determine the need for vocational training among the secondary and post-secondary limited English proficient populations in Texas; (2) to identify and prioritize the desired areas of vocational training; (3) to assess the support services required for students to succeed in vocational training; and (4) to recommend courses of action for secondary and post-secondary vocational departments.

The major portion of the task was sub-contracted to the Intercultural Development Research Association in San Antonio, Texas. We have examined the report and conclude that it meets the agreements specified in the contract. Any questions regarding the contract should be addressed to Ms. Sylvia Hinajosa who can be reached at (512) 433-9412. On the other hand, any questions regarding the content of the report should be directed to Ms. Frances Guzman at IDRA. She can be reached at (512) 684-8180.

We hope that the report will provide the necessary data for the Texas Education Agency to make more informed decisions regarding vocational programs for limited English proficient students. Thank you for the opportunity to become part of this endeavor.

Sincerely,

James R. Vasquez
Superintendent

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James R. Vasquez

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

DR. JOSE A. CARDENAS, Director

August 15, 1986

Mr. James R. Vásquez
Superintendent
Edgewood Independent
School District
5358 W. Commerce St.
San Antonio, Tx. 78237

Dear Mr. Vásquez:

Pursuant to the agreement stipulated in the contract dated February 2, 1986 with Edgewood Independent School District, the Intercultural Development Research Association submits this needs assessment study on the participation of limited English proficiency populations in vocational education programs in the State of Texas.

We are attaching one master copy and 10 copies to be submitted to the Texas Education Agency. Furthermore, you will find two additional copies for your files.

This report can be used by secondary and post secondary institutions to provide quality vocational programs for limited English proficient populations through better planning, management, and equal access policies. Furthermore, it represents a database that is readily accessible to these institutions in applying for special funds which have been targeted for LEP populations.

We thank you for the opportunity to work with you in this endeavor. Should you have any questions, please call me at: (512) 684-8180.

Sincerely,

José A. Cárdenas

José A. Cárdenas
Executive Director

5835 CALLAGHAN, SUITE 350/111 SAN ANTONIO, TEXAS 78228 PHONE (512) 684-8180

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Introduction

Intercultural Development Research Association undertook the Bilingual Vocational Education Needs Assessment Project in order to compile data and information on the current status and impact of the Carl D. Perkins Vocational Act, P.L. 98-524. This study began in late spring of 1986 and was completed during the summer of 1986. The investigation is a result of a contractual agreement with the Edgewood Independent School District.

The research was divided into two areas: the secondary level (grades 9-12) and the post secondary level. The objectives for the study included the following:

1. To determine the need for vocational training among the LEP population in Texas.
2. To determine the numbers of LEP students who are being served by vocational education programs.
3. To prioritize the training areas or fields.
4. To assess the need and type of support services required to keep LEP students in vocational education programs.
5. To recommend a future course of action in vocational education to better serve the LEP populations at the secondary and post secondary levels.

These objectives were accomplished by gathering, tabulating and analyzing data from two state-wide surveys,

interviewing key individuals involved in vocational education programs and reviewing the literature and guidelines. The surveys were developed utilizing the expertise and input of of the advisory committee (See Appendix C).

Survey A (See Appendix A) was sent to all of the bilingual, ESL and vocational directors at the school district and post secondary levels. Survey B (See Appendix B) was administered to students in vocational education programs in selected areas throughout the state. Both questionnaires sought to elicit information pertaining to all of the objectives. The compilation of data also included the use of other, appropriate data sources such as census reports, business summaries, employment figures, etc.

The summary report on the Bilingual Education Needs Assessment Project is divided into five sections. The review of the literature is the first section. It gives a brief historical account of vocational education development, the status of LEP populations and a description of the purposes of bilingual vocational education programs.

The following section is the Procedures section. It outlines the steps used to meet each objective.

The next section summarizes the overall design, as well as the methodology used in the study. Quantitative findings on the need for bilingual vocational education at the secondary and post levels are detailed. Also included are the findings which discuss the desired areas for vocational training and the supportive services required to promote

retention in programs.

The fourth section contains the recommendations for vocational education programs at the secondary and post secondary levels. These recommendations are derived from the findings, the review of the literature and the interviews with key individuals in business and vocational education programs.

The last section presents different methods of disseminating the report findings. The dissemination of results is critical not only to better serve LEP populations but to help school districts and institutions of higher learning acquire targeted funding for LEP populations.

This report represents a much-needed responses to data gaps in documeting the needs of LEP populations in vocational education programs. The recommendations should serve to implement better programs.

REVIEW OF THE LITERATURE

The Smith Huges Act of 1917 which proposed the ideas of manual arts and training provided vocational education with its first support from the federal government. Since then, vocational education has prepared many individuals for careers by providing training in different jobs and technologies. This initial federal support did not assure vocational education programs being readily accessible to the handicapped, the disadvantaged, minorities, women, and those with limited English proficiency.

In the last twenty years however, the social and cultural milieu of America changed extensively, and vocational education attempted to increase its accessibility by including programs and services designed for persons with special needs. The first federal legislation to designate persons of limited English proficiency (LEP) was the Comprehensive Employment and Training Act of 1973 (CETA) which identified these individuals as a priority target for occupational training. The next major federal legislation was the Education Amendments of 1976, Title II--Vocational Education Act (Public Law 94-482), which consolidated state administrative authority and required the states to develop goals and programs for dealing with limited English Proficiency (LEP) populations (U.S. Department of Labor and the U.S. Office of Education, 1977). In addition, states were required to submit five-year plans for vocational education which addressed the needs of this special population (as well as the handicapped and the disadvantaged

populations). Public Law 94-482 specifically provided funds for institutions to set-up and provide bilingual vocational training to LEP populations. The major goals of federally funded bilingual vocational education programs were to help an adult who speaks little or no English to (1) acquire useful vocational skills, and (2) learn to speak and understand English well enough to compete successfully in the job market (U.S. Department of Education, 1979). Public Law 94-482 not only identified persons of limited English Proficiency as a priority but also required a set-aside of federal funds at the state level for special populations. States were required to set aside 20 percent of their federal allotments for vocational education programs for special programs and services for the disadvantaged. Of this 20 percent set aside, states had to use for the LEP target population a minimum portion of funds equal to the ratio of the population between 15 and 24 years of age with limited English speaking ability to the general population of the same age (Gonzalez, 1982).

The number of limited English-speaking persons in the United States has been considered to justify programs, pass legislation and obtain funds. In October of 1984, Congress passed Public Law 98-524, the Carl Perkins Vocational Education Act. This superceded the earlier Public Law 94-482. Public Law 98-524 required states to develop new three year state plans for the years 1986-88. Also the plans were to be submitted to the Secretary of Education by May 1, 1985

for approval. Public Law 94-524 was more extensive than Public Law 94-482 in that it required that:

1. States assess the quality of vocational education in terms of five quality criteria;
2. Determine how the services and activities would meet the needs identified; and
3. Indicate how the state would meet the required assessments and determinations.

(Rice, META Project, 1986)

Vocational education programs which target limited English proficiency (LEP) populations are relatively new. However, LEP students have not been able to participate in vocational education programs. (López-Valadez, 1979).

The improvement of employment opportunities for persons whose native language is other than English is a major goal of bilingual vocational education. López-Valadez (1980) states that:

> Despite the fact that traditionally, Hispanics have been tracked into vocational and non-college bound programs, there is a surprising underrepresentation of Hispanics in vocational education programs in particular at the post-secondary level.
> . . . This low level of participation by Hispanics can be attributed to the lack of four major elements: access, counseling, programmatic coordination and financial aid. (López-Valadez, 1980, p. 2)

González (1982) states that the failure of vocational education to meet the needs of LEP populations can be remedied by bilingual vocational education programs. González (1982:16 - 17) summarized the 1976 Survey of Income Data (SIE) as follows:

"Proportion of Language-Minority Persons in the United States: One person in eight in the United States had a non-English-language background. Of school-age children (6 to 18 years old), one in ten had such a background.

Largest Language Group: The specific language background of more than a third of all language minority persons and 60 percent of the school-age children in this group was Spanish. Spanish-language background persons numbered 10.6 million.

Other Language Minority Groups: There were nearly 3 million each in the Italian- and German-language minority groups, and nearly 2 million in the French group. There were nearly 2 million persons whose language backgrounds were Chinese, Filipino, Japanese, Korean, or Vietnamese.

Location of Language-Minority Persons: Language-minority persons were located in every State in the Union. However, 7 States had more than a million language-minority persons, 7 had between 500,000 and one million, and an additional 18 States had between 100,00 and 500,00 such persons.

Spanish-language background persons were located in all regions and States. However, 3 out of 5 were located in 5 States of the Southwest--Arizona, California, Colorado, New Mexico, and Texas. These 5 States plus New York,Florida, Illinois, and New Jersy accounted for about 90 percent of the Spanish-language background population.

More than one-fourth of French-language background persons lived in Louisiana, and another 40 percent in the States of the Northeast, principally Maine, Massachusetts, and New York.

Each of 10 widely-separated States had 100,000 or more persons of German-language background.

Almost 40 percent of the persons with Chinese-, Japanese-, Filipino-, Korean-, or Vietnamese-language backgrounds lived in California. Other large concentrations of Asian-language background persons resided in Hawaii and New York. These three States together accounted for over 60 percent of this population.

Progress in School: Persons with language-minority backgrounds enrolled in grades 5 to 12, and who usually speak their native languages, were more

than three times as likely to be two or more grades below the grade levels expected for their ages as those with English-language backgrounds.

Persons with Spanish-language backgrounds enrolled in grades 5 to 12 were about twice as likely to be two or more grades below the grade levels expected for their ages as were those with English-language backgrounds.

The age-grade attainments of persons with language-minority backgrounds who usually speak English exceeded, on the average, those of persons who usually speak their native languages. The percentages of those who were two or more grades below expected levels and were enrolled in grades 9 to 12 are: 9% for persons with English-language backgrounds, 15% for persons with language-minority backgrounds who usually speak English, and 32% for persons with language-minority backgrounds who usually speak their native languages.

Data collected suggest that significant numbers of LEP students are not being promoted to the next grade automatically. Some 8% of the total school age population were two or more years behind expected grade level, and this measure increased from the early grades through senior high school for each of the groups studied.

Dropping Out: While 10% of persons (aged 14 to 25) with English-language backgrounds were high school drop-outs, 40% of those in this age group with language-minority backgrounds and who usually speak their native languages, were high school drop-outs.

Hispanics who usually speak Spanish dropped out at a higher rate (45%) than persons in the aggregate of other language-minorities who usually speak their native languages (30%).

Compared with that of persons with English-language backgrounds, the drop-out rate was 4.5 times as high for Hispanics who usually speak Spanish and 3 times as high for those of other language backgrounds who usually speak their native languages.

The drop-out rate for persons with non-English language backgrounds who usually speak English (12%) was close to the rate for those with English-language backgrounds (10%) but differed substantially from the rate for those who usually speak their native language (40%)."

This information from the SIE data provided state estimates of language background and usage. In 1986, these figures are even higher due to population growths. Coupled with the high unemployment rate for non-English background persons, the need for viable vocational education programs becomes a critical issue and concern.

Day and Phelps (1981) identify eight components critical in serving LEP students in vocational education. They are:

a. Comprehensive planning
b. Curriculum which reflects the culture and language of the students
c. Staffing and staff development
d. Assessment and testing
e. Support Services
f. Physical facilities
g. Scheduling and flexibility
h. Program evaluation plans.

Troike's 1981 study identified eleven criteria that are needed for an accurate assessment of bilingual vocational programs. These include such items as needs assessment quality, job placement rate, nature and appropriateness of instruction and curriculum and program organization and management. These areas can be used to develop programs and services.

Since bilingual vocational education programs are innovative and non-traditional, they need not only to raise academic standards but, at the same time raise the social and economic status of LEP populations (Gonzales, 1982,

Hurwitiz, 1980). Bilingual vocational education can be considered social action programs (Cohen, 1970). If this is the case, then a thorough review of what bilingual vocational education programs can accomplish is necessary.

Since LEP populations have been underserved in traditional vocational education programs, this study focuses on the following:

1. Determine the need for vocational training among the LEP population in Texas;
2. Project from the number of LEP's in the state those who could be in vocational education programs;
3. Prioritize training areas;
4. Assess the support services needed for students to succeed; and
5. Recommend courses of action to the state and other training institutions.

Procedures

This section of the report delineates the procedures that were employed in order to accomplish the objectives of the study. They are described as they pertain to each objective as stipulated in the first section.

Procedures for Objective 1: To survey the limited English proficient populations of Texas to determine a need for vocational training.

In order to access a representative sample of the LEP population of Texas, the following regions were identified as the focus of the proposed study: North Texas, Panhandle Region, West Texas, Central Texas, South Texas, and East Texas. Within these regions, the following metropolitan sites were selected: Dallas-Fort Worth, Lubbock, El Paso, Austin, San Antonio, Laredo, Brownsville, and Houston. The criteria for selecting these sites includes the fact that there are larger concentrations of LEP persons in these identified metropolitan sites and post secondary institutions are available within these communities.

In order to accomplish the proposed objectives, the study incorporated the following procedures during the course of the project year. An advisory committee comprised of approximately 14 individuals from business, industry, and vocational education sectors was established. Advisory committee members represented Spanish and at least one Southeast Asian language groups. The role of the advisory committee primarily consisted of: providing input from business and

industry on occupational areas in need of trained workers; industry advice on occupational and language skills needed for specific occupations; providing input for the development of the survey instruments to be administered during the project year; providing assistance in determining the support services required for success in vocational training programs; assisting in the prioritization of training areas; and recommending how local programs can implement bilingual vocational training.

The committee members were selected due to the fact that they represent key communities within the focus of the proposed project and because of their expertise in the areas of vocational training, employment, placement, business, and industry. Included in the list are occupational/technical deans of community colleges, private businessmen, and vocational agency/program personnel. Appendix C lists the advisory committee members who participated in the research project.

Secondary Sample

Statistical information regarding the number of LEP students currently enrolled in ESL and/or bilingual classes and LEP students enrolled in vocational training programs at the secondary level were obtained from the appropriate data sources. Specific school districts within the identified SMSA sites were selected according to the greatest concentration of LEP students within each area.

As a primary source, directors of bilingual and ESL programs, selected school districts were contacted to parti-

cipate in a survey. Questionnaires addressing the assessment of support services required for LEP students to succeed in vocational training were administered to the directors. The questionnaire sought to elicit program directors' perceptions and input for secondary vocational programs addressing the needs for the LEP student populations.

Results generated from the survey instrument along with statistical data regarding the number of LEP students enrolled in ESL/bilingual and vocational education programs were compiled, tabulated, and analyzed.

Post Secondary Sample

In efforts to access the post secondary level of LEP persons eighteen years and over, census tract reports were utilized in identifying the number of LEP persons residing within the selected SMSA sites. Summary tape files were used in determining the number of persons eighteen years and over who speak a language other than English and who have limited proficiency in English. Project staff elicited cooperation from agencies serving LEP populations to participate in the surveys seeking information on the vocational training and support services.

Approximately 300 persons were surveyed from all of the identified sites. The sample included adults eighteen years and over, both male and female subjects. Consideration was given to LEP individuals who were handicapped, disadvantaged, single parents, and homemakers.

Statistical information regarding the number of LEP

persons currently enrolled in community colleges or technical institutes were obtained from the appropriate data sources. The data was analyzed along with the census tract reports to ascertain any discrepancies between the number of LEP persons residing within a community and the actual number of LEP persons enrolled in junior colleges, adult vocational programs, or technical institutes.

Procedures for Objective 2: To prioritize the most desired areas of training.

In order to identify and prioritize the training areas in the state of Texas, the first source of up to date information on the critical training areas was the advisory committee. Since it was composed of community people who are involved in training, employment, and job placement, as well as business people, the committee had the most current and realistic picture of the training needs in the identified geograp ic areas. Some of the committee members are vocational deans who are in contact with their own advisory committees which are composed of business and industry leaders. Additionally, some of the members have served or are currently PIC board members. Some have extensive manpower development program experience, while others own business, or have extensive job placement experience.

Additional information such as a review of employment data indicating the number of LEP adults currently employed in either skilled or unskilled jobs was gathered from

the following sources: TEC, local Chambers of Commerce, and other appropriate sources.

Procedures for Objective 3: To asess the support services required for students to succeed in vocational training.

The primary source of information for the need for support services was the data collected from the survey instruments (Refer to Procedures for Objective 1 for more detail). Additionally, the project reviewed current literature for more information. Also the advisory committe members and the cooperating agencies were able to provide local perspective on the kinds of support services that may be needed by LEP students in their communities.

Procedures for Objective 4: To recommend courses of action for local secondary and post secondary vocational departments.

In order to accomplish the objective of recommending courses of action to better serve the LEP populations in local seccondary and post secondary vocational programs, a review of the literature was conducted. Studies which have identified successful strategies, techniques, barriers to program participation, and program evaluations were reviewed. In addition, staff contacted and reviewed locally funded bilingual vocational programs in order to evaluate different models and strategies.

In addition to the review of the literature, the project is making recommendations based on input from other

sources of information. The advisory committee, especially the LEAs provided recommendations for strategies which are feasible and relevant to local needs.

Project staff asked the experts in the field to collect state of the art information on program implementation.

After gathering all of the data, a summary report of suggested actions was compiled and incorporated into the final product report.

The final product includes a summary of the data collection and an analysis that will address the four objectives of the project. More specifically the report contains the following information:

*The discrepancy between the number of LEP persons enrolled in ESL/bilingual classes at the secondary level within the specified districts and those LEP students enrolled in vocational education programs at thos schools.

*Summary of data collected from survey instruments of bilingual directors from specified school districts concerning a) their perceptions as to the support required for LEP students success in vocational training programs b) their perception of reasons why LEP students do/do not participate in vocational programs c) their recommendations for increasing LEP student participation in vocational programs.

*The number of LEP adults (18 years and older) residing within the selected SMSA regions.

*The number of LEP adults currently enrolled in post-secondary vocational training programs within those specified SMSA regions.

*Summary of data collected from survey instruments a) support services required for students to succeed in vocational training b) need for vocational training among LEP population within the SMSA regions.

*Summary of labor market needs.

*Prioritization of most desired areas of training as identified by business and industry.

*Recommendations for courses of action for local secondary and post-secondary vocational department.

QUANTITATIVE FINDINGS

In this section of the report the quantitative findings of the study are presented. These findings will be presented for each of the following project goals/objectives:

1. To determine the need for vocational training among the secondary and post-secondary LEP populations of Texas.
2. To identify and prioritize the desired areas of vocational training.
3. To assess the support services required for students to succeed in vocational training.

Need for Bilingual Vocational Training

In an effort to determine the need for vocational training among the secondary and post-secondary LEP populations of Texas, a survey instrument was designed and disseminated to over 250 school districts, 59 public community colleges, 4 public technical institutes and 4 independent junior colleges. (See Appendix for a copy of the survey form). These school districts and other post-secondary educational institutions were located in areas having high concentrations of LEP individuals. School districts and post-institutes in South Texas (Education Services Center (ESC) Regions 1, 2, and 20, East Texas (ESC Region 4), North Texas (ESC Regions 10 & 11), and West Texas (ESC Region 19) were particularly targeted for the survey. Educational institutions in these areas serve over 88 percent of all identified LEPs. (See Table 1 for the number of LEPs

Table 1

Identified Limited English Proficient Students By
Education Service Center Region and
Grade, 1985-86

REGIONS	6	7	8	9	10	11	12	TOTAL
1	5,413	5,604	4,439	5,161	3,099	2,123	1,669	27,508
2	694	1,151	941	828	661	413	418	5,106
3	109	129	69	45	56	40	28	476
4	2,449	2,167	2,266	2,571	1,821	1,212	1,197	13,683
5	77	52	47	64	62	44	32	378
6	114	101	72	64	46	36	18	451
7	94	79	78	53	33	10	6	353
8	17	5	3	1	0	2	2	30
9	14	19	21	17	13	7	12	109
10	1,438	1,681	1,219	1,364	733	563	356	7,453
11	713	683	762	621	587	465	373	4,199
12	64	83	68	46	40	33	23	357
13	550	573	507	544	354	289	225	3,042
14	102	93	83	56	52	49	53	438
15	180	172	197	188	206	37	49	1,071
16	134	150	117	30	81	36	23	681

Table 1 (cont'd)

Identified Limited English Proficient Students By
Education Service Cneter Region and
Grade, 1985-86

REGIONS	6	7	8	9	10	11	12	TOTAL
17	225	188	153	171	91	78	58	964
18	402	350	406	381	266	190	204	2,199
19	1,781	1,924	1,303	1,075	506	342	167	7,098
20	2,531	2,865	2,378	2,378	1,840	1,334	1,059	14,435
TOTAL	17,156	18,069	15,218	15,708	10,554	7,403	5,972	90,080

20

identified by grade and region).

Data from the 1980 Census show that their is a sizable number of Texans who are 18 years old and over who do not speak English very well or not at all. About 280,220 of these persons do not speak English very well and another 180,710 persons do not speak English at all.

Secondary Level

As previously mentioned the survey instrument was disseminated to over 250 school districts in an attempt to determine the number of LEP students enrolled in secondary schools and the number of LEPs enrolled in vocational instructional programs. Although the response rate was low, it is hoped that a proportional representation of need among the LEP population will be established for the need for bilingual vocational training. Available data is summarized in Table 2. As the table shows, the thirty-one reponding school districts had a total of 32,696 LEP students enrolled in their schools. Of this number 3,237, or 9.9 percent, were enrolled in vocational training classes.

Table 3 presents the proportion of LEP students enrolled in vocational instructional programs from the total number of students enrolled in vocational instructional programs. As a review of the table shows, LEP students constituted only 6.6 percent of all students enrolled in vocational programs.

Based upon the above data the number of LEPs enrolled in vocational training programs was very low. Assuming

Table 2

LEP Enrollment of Responding Districts (n=31)

Total LEP Enrollment, 1985-86	LEP Enrollment In Vocational Programs	Percent of LEPs Enrolled in Vocational Programs
32,696	3,237	9.9

Table 3

Vocational Program Enrollment for Responding Districts (n=31)

Total Enrollment In Vocational Programs	LEP Enrollment In Vocational Programs	LEPs As A Percent of Total Enrollment
48,890	3,237	6.6

that this proportion can be applied to the total state LEP population, it would appear that about 10 percent of the total LEP population was enrolled in vocational instructional programs during the 1985-86 school year. Consider for one moment that of the 90,080 secondary LEP students in Texas schools that only about 9,000 are enrolled at the secondary level in vocational training program. This number appears to be reasonably reliable in that in 1983-84 only 6,443 LEPs at the secondary level were enrolled in vocational programs.

Post-Secondary Level

Of the 67 post-secondary institutions surveyed, responses were received from a very small number. Due to the small number of respondents, a discussion of the need (based on the discrepancy between the number of LEP persons 18 years and over and the number enrolled in vocational instructional programs) for bilingual vocational training among the post-secondary LEP population will not be made at this writing.

Table 4 presents the results of a questions directed to students enrolled in various vocational training programs throughout the state. Two hundred-thirty post-secondary students responded to the question, "If your program is not bilingual, could a bilingual vocational education program help you?" About 52.5 percent of those persons reponding indicated that a bilingual vocational program would be of assistance to them. The responses varied some by the training program attended. Among those programs which expressed a desire for a bilingual program included:

TABLE 4

RESPONDENTS' PERCEPTIONS OF NEED FOR BILINGUAL VOCATIONAL PROGRAMS

VOCATIONAL INSTRUCTIONAL PROGRAM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Accounting	1	20.0	4	80.0	0	0.0
Administrative Support	1	33.3	1	33.3	1	33.3
Air Conditioning & Refrigeration	21	65.6	3	9.4	8	25.0
Automotive Mechanics	10	66.7	1	33.3	0	0.0
Bio-Medical Laboratory Technology	1	50.0	1	50.0	0	0.0
Building & Construction Trade	7	87.5	1	12.5	0	0.0
Computer Technology	4	33.3	8	66.7	0	0.0
Dental Laboratory Technology	14	70.0	6	30.0	0	0.0
Drafting	6	54.5	3	27.3	2	18.2
Electrician	27	42.2	5	7.8	32	50.0
General Office Clerk	6	60.0	4	40.0	0	0.0
Legal Assistant (Court Reporting)	12	44.4	13	48.1	2	7.4
Medical Records Technology	7	100.0	0	0.0	0	0.0
Restaurant Management	0	0.0	1	100.0	0	0.0
Social Work	0	0.0	1	100.0	0	0.0

TABLE 4 (cont'd)

RESPONDENTS' PERCEPTIONS OF NEED FOR BILINGUAL VOCATIONAL PROGRAMS

VOCATIONAL INSTRUCTIONAL PROGRAM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Welding	7	50.0	3	21.4	4	28.6
Word Processing	0	0.0	1	33.3	2	66.7
No Response (Program Not Indicated)	1	33.3	1	33.3	1	33.3
All Programs	125	52.5	57	23.9	56	23.5

Dental Laboratory Technology, Auto Mechanics, Building and Construction Trade, General Office Clerk, Medical Records Technology, Drafting and Air Conditioning and Refrigeration. Among those programs which did not express a desire for a bilingual vocational program included: Computer Technology and Accounting. Those programs appearing undecided included: Administrative Support, Bio-Medical Technology and Legal Assisting.

Desired Areas of Vocational Training

Table 5 presents the rank order of the desired areas of vocational training for the secondary and post secondary enrollees. As a review of the table shows, the Trade and Industrial programs was the desired area of vocational training among both the secondary and post-secondary participants.

Tables 6 - 10 presents enrollment data for post-secondary students who responded to the Student Questionnaire. As these tables (particularly Table 10) show, disciplines within the Trade and Industrial Program had the highest enrollment figures.

Support Services for Vocational Training

In order to assess the supportive services required for LEP students to succeed in vocational instructional, programs, informal conversations were held with directors of both bilingual and vocational programs. Their views were similar to those presented in research. Among the

Table

Rank Order of Desired Areas of Vocational Training

Vocational Instructional Program	Rank Order for Secondary Level Enrollees	Rank Order for Post-Secondary Level Enrollees
Trade & Industrial (including Building and Construction Trades, Air Conditioning & Refrigeration)	1	1
Business & Office (including Accounting, Computer Technology, Secretarial Related Programs)	2	2
Allied Health (including Dental Lab Technology & Nursing)	5	3
Agriculture & Agribusiness	3	6
Occupational Home Economics	4	5
Technical Education (including Drafting & Legal Assisting)	6	4

TABLE 6

Enrollment of Respondents By Instructional Program, Race-Ethnicity and Sex -- Alamo Community College District (San Antonio, Tx.)

Vocational Instructional Program	Race - Ethnicity and Sex Groups																	
	Hispanic			White			Black			Asian/Pacific Islander			Other			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Accounting	0	1	1	0	3	3	0	1	1	0	0	0	0	0	0	0	5	5
Administrative Support	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	3	3
Dental Laboratory Technology	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
Drafting	3	2	5	2	2	4	0	0	0	0	0	0	2	0	2	7	4	11
Legal Assistant (Court Reporting)	2	8	10	1	8	9	1	1	2	0	1	1	0	0	0	4	18	22
Restaurant Management	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Social Work	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Word Processing	1	2	3	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
No Response	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	1	2	3

M = Male; F = Female; and T = Total

TABLE 7

Enrollment of Respondents By Instructional Program, Race-Ethnicity and Sex -- Houston Community College District District (Houston, Tx.)

Vocational Instructional Program	Race - Ethnicity and Sex Groups																	
	Hispanic			White			Black			Asian/Pacific Islander			Other			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Air Conditioning & Refrigeration	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	23	0	23
Electrician	30	1	31	0	0	0	0	0	0	0	0	0	0	0	0	30	1	31

M = Male; F = Female; T = Total

TABLE 8

Enrollment of Respondents By Instructional Program, Race-Ethnicity and Sex -- Laredo Junior College (Laredo, Tx.)

Vocational Instructional Program	Race - Ethnicity and Sex Groups																	
	Hispanic			White			Black			Asian/Pacific Islander			Other			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Air Conditioning & Refrigeration	8	0	8	1	0	1	0	0	0	0	0	0	0	0	0	9	0	9
Automotive Mechanics	14	1	15	0	0	0	0	0	0	0	0	0	0	0	0	14	1	15
Building & Construction Trade	6	2	8	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8
Electrician	28	3	31	2	0	2	0	0	0	0	0	0	0	0	0	30	3	33
Welding	14	0	14	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14

M = Male; F = Female; T = Total

TABLE 9

Enrollment of Respondents By Instructional Program, Race-Ethnicity and Sex -- Texas State Technical Institute District (Harlingen, Tx.)

Vocational Instructional Program	Race - Ethnicity and Sex Groups																	
	Hispanic			White			Black			Asian/Pacific Islander			Other			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Bio-Medical Laboratory Technology	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Computer Technology	10	1	11	0	0	0	0	0	0	0	0	0	1	0	1	11	1	12
Dental Laboratory Technology	8	8	6	0	2	2	0	0	0	0	0	0	0	0	0	8	10	18
General Office Clerk	0	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
Legal Assistant (Court Reporting)	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Medical Records Technology	0	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7

M = Male; F = Female; T = Total

TABLE 10

Enrollment of Respondents By Instructional Program, Race-Ethnicity and Sex -- All Sites

Vocational Instructional Program	Race - Ethnicity and Sex Groups																	
	Hispanic			White			Black			Asian/Pacific Islander			Other			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Accounting	0	1	1	0	3	3	0	1	1	0	0	0	0	0	0	0	5	5
Administrative Support	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	3	3
Air Conditioning & Refrigeration	31	0	31	1	0	1	0	0	0	0	0	0	0	0	0	32	0	32
Automotive Mechanics	14	1	15	0	0	0	0	0	0	0	0	0	0	0	0	14	1	15
Bio-Medical Laboratory Technology	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Building & Construction Trade	6	2	8	0	0	0	0	0	0	0	0	0	0	0	0	6	2	8
Computer Technology	10	1	11	0	0	0	0	0	0	0	0	0	1	0	1	11	1	12
Dental Laboratory Technology	8	8	16	1	3	4	0	0	0	0	0	0	0	0	0	9	11	20
Drafting	3	2	5	2	2	4	0	0	0	0	0	0	2	0	2	7	4	11
Electrician	58	4	62	2	0	2	0	0	0	0	0	0	0	0	0	60	4	64
General Office Clerck	0	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
Legal Assistant (Court Reporting)	2	13	15	1	8	9	1	1	2	0	1	1	0	0	0	4	23	27
Medical Records Technology	0	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
Restaurant Management	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Social Work	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Welding	14	0	14	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14
Work Processing	1	2	3	0	0	0	0	1	1	0	0	0	0	0	0	1	2	3
No Response	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	1	2	3
TOTAL	150	55	205	7	19	26	1	3	4	0	1	1	3	0	3	161	77	238

support services discussed were:

1. Need for bilingual guidance counselors
2. Need for bilingual administrators
3. Need for bilingual instructors
4. Need for a curriculum which utilizes to some degree the native language
5. Need for child-care facilities or stipends
6. Need for better language assessment instruments (particularly at the post-secondary level.

Post-secondary students who responded to the Student Questionnaire were asked to respond to various items regarding their current vocational programs. Their perceptions regarding those programs are presented in Tables 11 - 29 by vocational training program. A review of the results appear to indicate that perhaps the students did not completely understand the question. In most instances, a majority of the respondents indicated that their program included bilingual instruction yet a majority indicated that their learning materials were in English only or that some materials were not in the native language. To be a truly bilingual program, instructional materials would be in both English and the native language. Most of the respondents appeared to feel that their programs included bilingual guidance counselors, bilingual administrators and an adequate job placement system.

TABLE 11

RESPONDENTS' ASSESSEMENTS OF THEIR VOCATIONAL PROGRAMS -- ACCOUNTING

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	4	80.0	1	20.0
b. Provide for vocational English as a second language course?	1	20.0	3	60.0	1	20.0
c. Use learning materials in both English and your native language?	0	0.0	4	80.0	1	20.0
d. Use learning materials only in English?	4	80.0	0	0.0	1	20.0
e. Use learning materials only in your native language?	2	40.0	2	40.0	1	20.0
f. Provide special aid for students?	5	100.0	0	0.0	0	0.0
g. Have bilingual vocational education instructors?	2	40.0	1	20.0	2	40.0
h. Have bilingual guidance counselors?	2	40.0	1	20.0	2	40.0
i. Have bilingual administrators?	2	40.0	1	20.0	2	40.0
j. Have a job placement system?	3	60.0	1	20.0	1	20.0
k. Provide child-care monies or facilities?	1	20.0	2	40.0	2	40.0
l. Help you acquire useful vocational skills?	5	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	3	60.0	0	0.0	2	40.0

TABLE 12

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- ADMINISTRATIVE SUPPORT

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	1	33.3	2	66.7	0	0.0
b. Provide for vocational English as a second language course?	1	33.3	2	66.7	0	0.0
c. Use learning materials in both English and your native language?	0	0.0	1	33.3	2	66.7
d. Use learning materials only in English?	2	66.7	0	0.0	1	33.3
e. Use learning materials only in your native language?	0	0.0	1	33.3	2	66.7
f. Provide special aid for students?	2	66.7	1	33.3	0	0.0
g. Have bilingual vocational education instructors?	0	0.0	2	66.7	1	33.3
h. Have bilingual guidance counselors?	3	100.0	0	0.0	0	0.0
i. Have bilingual administrators?	2	66.7	0	0.0	1	33.3
j. Have a job placement system?	3	100.0	0	0.0	0	0.0
k. Provide child-care monies or facilities?	2	66.7	0	0.0	1	33.3
l. Help you acquire useful vocational skills?	3	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	1	33.3	1	33.3	1	33.3

TABLE 13

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- AIR CONDITIONING & REFRIGERATION

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	31	96.9	1	3.1	0	0.0
b. Provide for vocational English as a second language course?	19	59.4	10	31.3	3	9.4
c. Use learning materials in both English and your native language?	23	71.9	8	25.0	1	3.1
d. Use learning materials only in English?	14	43.8	17	53.1	1	3.1
e. Use learning materials only in your native language?	8	25.0	22	68.8	2	6.3
f. Provide special aid for students?	24	75.0	3	9.4	5	15.6
g. Have bilingual vocational education instructors?	32	100.0	0	0.0	0	0.0
h. Have bilingual guidance counselors?	30	93.8	1	3.1	1	3.1
i. Have bilingual administrators?	29	90.6	3	9.4	0	0.0
j. Have a job placement system?	23	71.9	6	18.8	3	9.4
k. Provide child-care monies or facilities?	8	25.0	21	65.6	3	9.4
l. Help you acquire useful vocational skills?	32	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	29	90.6	2	6.3	1	3.1

TABLE 14

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- AUTO MECHANICS

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	12	80.0	3	20.0	0	0.0
b. Provide for vocational English as a second language course?	6	40.0	9	60.0	0	0.0
c. Use learning materials in both English and your native language?	8	53.3	6	40.0	1	6.7
d. Use learning materials only in English?	8	53.3	6	40.0	1	6.7
e. Use learning materials only in your native language?	1	6.7	14	93.3	0	0.0
f. Provide special aid for students?	11	73.3	4	26.7	0	0.0
g. Have bilingual vocational education instructors?	11	73.3	4	26.7	0	0.0
h. Have bilingual guidance counselors?	12	80.0	3	20.0	0	0.0
i. Have bilingual administrators?	13	86.7	2	13.3	0	0.0
j. Have a job placement system?	14	93.3	1	6.7	0	0.0
k. Provide child-care monies or facilities?	6	40.0	8	53.3	1	6.7
l. Help you acquire useful vocational skills?	14	93.3	1	6.7	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	11	73.3	4	26.7	0	0.0

TABLE 16

RESPONDENTS' ASSESSMENT OF THEIR VOCATIONAL PROGRAMS -- BIO MEDICAL TECHNOLOGY

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	2	100.0	0	0.0
b. Provide for vocational English as a second language course?	0	0.0	2	100.0	0	0.0
c. Use learning materials in both English and your native language?	1	50.0	1	50.0	0	0.0
d. Use learning materials only in English?	2	100.0	0	0.0	0	0.0
e. Use learning materials only in your native language?	1	50.0	1	50.0	0	0.0
f. Provide special aid for students?	0	0.0	2	100.0	0	0.0
g. Have bilingual vocational education instructors?	1	50.0	1	50.0	0	0.0
h. Have bilingual guidance counselors?	1	50.0	1	50.0	0	0.0
i. Have bilingual administrators?	2	100.0	0	0.0	0	0.0
j. Have a job placement system?	1	50.0	1	50.0	0	0.0
k. Provide child-care monies or facilities?	2	100.0	0	0.0	0	0.0
l. Help you acquire useful vocational skills?	2	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	2	100.0	0	0.0	0	0.0

TABLE 16

RESPONDENTS' ASSESSMENT OF THEIR VOCATIONAL PROGRAMS -- BUILDING & CONSTRUCTION TRADES

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	5	62.5	3	37.5	0	0.0
b. Provide for vocational English as a second language course?	7	87.5	1	12.5	0	0.0
c. Use learning materials in both English and your native language?	8	100.0	0	0.0	0	0.0
d. Use learning materials only in English?	4	50.0	4	50.0	0	0.0
e. Use learning materials only in your native language?	4	50.0	4	50.0	0	0.0
f. Provide special aid for students?	7	87.5	1	12.5	0	0.0
g. Have bilingual vocational education instructors?	8	100.0	0	0.0	0	0.0
h. Have bilingual guidance counselors?	7	87.5	1	12.5	0	0.0
i. Have bilingual administrators?	8	100.0	0	0.0	0	0.0
j. Have a job placement system?	8	100.0	0	0.0	0	0.0
k. Provide child-care monies or facilities?	6	75.0	2	25.0	0	0.0
l. Help you acquire useful vocational skills?	8	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	8	100.0	0	0.0	0	0.0

TABLE 17

RESPONDENTS' ASSESSMENT OF THEIR VOCATIONAL PROGRAMS -- COMPUTER TECHNOLOGY

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	12	100.0	0	0.0
b. Provide for vocational English as a second language course?	2	16.7	10	83.3	0	0.0
c. Use learning materials in both English and your native language?	0	0.0	12	100.0	0	0.0
d. Use learning materials only in English?	12	100.0	0	0.0	0	0.0
e. Use learning materials only in your native language?	5	41.7	7	58.3	0	0.0
f. Provide special aid for students?	12	100.0	0	0.0	0	0.0
g. Have bilingual vocational education instructors?	8	66.7	4	33.3	0	0.0
h. Have bilingual guidance counselors?	9	75.0	3	25.0	0	0.0
i. Have bilingual administrators?	10	83.3	2	16.7	0	0.0
j. Have a job placement system?	11	91.7	1	8.3	0	0.0
k. Provide child-care monies or facilities?	8	66.7	2	16.7	2	16.7
l. Help you acquire useful vocational skills?	11	91.7	1	8.3	0	0.00
m. Help you learn to speak and understand English well enough to compete in the job market?	9	75.0	3	25.0	0	0.0

TABLE 18

RESPONDENTS' ASSESSMENT OF THEIR VOCATIONAL PROGRAMS -- DENTAL LAB TECHNOLOGY

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	11	55.0	9	45.0	0	0.0
b. Provide for vocational English as a second language course?	5	25.0	15	75.0	0	0.0
c. Use learning materials in both English and your native language?	12	60.0	8	40.0	0	0.0
d. Use learning materials only in English?	16	80.0	4	20.0	0	0.0
e. Use learning materials only in your native language?	5	25.0	15	75.0	0	0.0
f. Provide special aid for students?	14	70.0	6	30.0	0	0.0
g. Have bilingual vocational education instructors?	16	80.0	4	20.0	0	0.0
h. Have bilingual guidance counselors?	19	95.0	1	5.0	0	0.0
i. Have bilingual administrators?	17	85.0	3	15.0	0	0.0
j. Have a job placement system?	18	90.0	2	10.0	0	0.0
k. Provide child-care monies or facilities?	11	55.0	9	45.0	0	0.0
l. Help you acquire useful vocational skills?	18	90.0	2	10.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	18	90.0	0	0.0	2	10.0

TABLE 19

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- DRAFTING

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	1	9.1	8	72.7	2	18.2
b. Provide for vocational English as a second language course?	2	18.2	7	63.6	2	18.2
c. Use learning materials in both English and your native language?	3	27.3	6	54.5	2	18.2
d. Use learning materials only in English?	9	81.8	0	0.0	2	18.2
e. Use learning materials only in your native language?	5	45.5	4	36.4	2	18.2
f. Provide special aid for students?	8	72.7	1	9.1	2	18.2
g. Have bilingual vocational education instructors?	3	27.3	6	54.5	2	18.2
h. Have bilingual guidance counselors?	5	45.5	3	27.3	3	27.3
i. Have bilingual administrators?	6	54.5	3	27.3	2	18.2
j. Have a job placement system?	8	72.7	1	9.1	2	18.2
k. Provide child-care monies or facilities?	2	18.2	5	45.5	4	36.4
l. Help you acquire useful vocational skills?	9	81.8	0	0.0	2	18.2
m. Help you learn to speak and understand English well enough to compete in the job market?	7	63.6	2	18.2	2	18.2

TABLE 20

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- ELECTRICIANS

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	61	95.3	3	4.7	0	0.0
b. Provide for vocational English as a second language course?	58	90.6	5	7.8	1	1.6
c. Use learning materials in both English and your native language?	54	84.4	9	14.1	1	1.6
d. Use learning materials only in English?	25	39.1	39	60.9	0	0.0
e. Use learning materials only in your native language?	14	21.9	50	78.1	0	0.0
f. Provide special aid for students?	53	82.8	8	12.5	3	4.7
g. Have bilingual vocational education instructors?	60	93.8	3	4.7	1	1.6
h. Have bilingual guidance counselors?	62	96.9	1	1.6	1	1.6
i. Have bilingual administrators?	63	98.4	1	1.6	0	0.0
j. Have a job placement system?	49	76.6	13	20.3	2	3.1
k. Provide child-care monies or facilities?	13	20.3	47	73.4	4	6.3
l. Help you acquire useful vocational skills?	61	95.3	3	4.7	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	61	95.3	3	4.7	0	0.0

TABLE 21

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- GENERAL OFFICE CLERK

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	10	100.0	0	0.0
b. Provide for vocational English as a second language course?	0	0.0	10	100.0	0	0.0
c. Use learning materials in both English and your native language?	1	10.0	9	90.0	0	0.0
d. Use learning materials only in English?	9	90.0	1	10.0	0	0.0
e. Use learning materials only in your native language?	2	20.0	7	70.0	1	10.0
f. Provide special aid for students?	9	90.0	1	10.0	0	0.0
g. Have bilingual vocational education instructors?	8	80.0	2	20.0	0	0.0
h. Have bilingual guidance counselors?	8	80.0	2	20.0	0	0.0
i. Have bilingual administrators?	8	80.0	2	20.0	0	0.0
j. Have a job placement system?	10	100.0	0	0.0	0	0.0
k. Provide child-care monies or facilities?	8	80.0	2	20.0	0	0.0
l. Help you acquire useful vocational skills?	10	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	10	100.0	0	0.0	0	0.0

TABLE 12

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- LEGAL ASSISTING

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	5	18.5	22	81.5	0	0.0
b. Provide for vocational English as a second language course?	3	11.1	19	70.4	5	18.5
c. Use learning materials in both English and your native language?	2	7.4	21	77.8	4	14.8
d. Use learning materials only in English?	24	88.9	1	3.7	2	7.4
e. Use learning materials only in your native language?	7	25.9	16	59.3	4	14.8
f. Provide special aid for students?	17	63.0	8	29.6	2	7.4
g. Have bilingual vocational education instructors?	8	29.6	14	51.9	5	18.5
h. Have bilingual guidance counselors?	12	44.4	10	37.0	5	18.5
i. Have bilingual administrators?	17	63.0	5	18.5	5	18.5
j. Have a job placement system?	23	85.2	3	11.1	1	3.7
k. Provide child-care monies or facilities?	13	48.1	11	40.7	3	11.1
l. Help you acquire useful vocational skills?	27	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	18	66.7	6	22.2	3	11.1

TABLE 23

RESPONDENTS' ASSESSMENT OF THEIR VOCATIONAL PROGRAMS -- MEDICAL RECORDS TECHNOLOGY

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	1	14.3	6	85.7	0	0.0
b. Provide for vocational English as a second language course?	3	42.9	4	57.1	0	0.0
c. Use learning materials in both English and your native language?	2	28.6	5	71.4	0	0.0
d. Use learning materials only in English?	7	100.0	0	0.0	0	0.0
e. Use learning materials only in your native language?	2	28.6	5	71.4	0	0.0
f. Provide special aid for students?	7	100.0	0	0.0	0	0.0
g. Have bilingual vocational education instructors?	3	42.9	4	57.1	0	0.0
h. Have bilingual guidance counselors?	3	42.9	4	57.1	0	0.0
i. Have bilingual administrators?	3	42.9	4	57.1	0	0.0
j. Have a job placement system?	7	100.0	0	0.0	0	0.0
k. Provide child-care monies or facilities?	7	100.0	0	0.0	0	0.0
l. Help you acquire useful vocational skills?	7	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	7	100.0	0	0.0	0	0.0

TABLE 24

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- RESTAURANT MANAGEMENT

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	1	100.0	0	0.0
b. Provide for vocational English as a second language course?	0	0.0	1	100.0	0	0.0
c. Use learning materials in both English and your native language?	1	100.0	0	0.0	0	0.0
d. Use learning materials only in English?	1	100.0	0	0.0	0	0.0
e. Use learning materials only in your native language?	1	100.0	0	0.0	0	0.0
f. Provide special aid for students?	1	100.0	0	0.0	0	0.0
g. Have bilingual vocational education instructors?	0	0.0	1	100.0	0	0.0
h. Have bilingual guidance counselors?	0	0.0	1	100.0	0	0.0
i. Have bilingual administrators?	0	0.0	1	100.0	0	0.0
j. Have a job placement system?	0	0.0	1	100.0	0	0.0
k. Provide child-care monies or facilities?	0	0.0	1	100.0	0	0.0
l. Help you acquire useful vocational skills?	0	0.0	1	100.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	1	100.0	0	0.0	0	0.0

TABLE 25

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- SOCIAL WORK

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	1	100.0	0	0.0
b. Provide for vocational English as a second language course?	0	0.0	1	100.0	0	0.0
c. Use learning materials in both English and your native language?	0	0.0	1	100.0	0	0.0
d. Use learning materials only in English?	1	100.0	0	0.0	0	0.0
e. Use learning materials only in your native language?	1	100.0	0	0.0	0	0.0
f. Provide special aid for students?	0	0.0	0	0.0	1	100.0
g. Have bilingual vocational education instructors?	0	0.0	1	100.0	0	0.0
h. Have bilingual guidance counselors?	0	0.0	1	100.0	0	0.0
i. Have bilingual administrators?	0	0.0	1	100.0	0	0.0
j. Have a job placement system?	0	0.0	0	0.0	1	100.0
k. Provide child-care monies or facilities?	0	0.0	0	0.0	1	100.0
l. Help you acquire useful vocational skills?	1	100.0	0	0.0	0	0.0
m. Help you learn to speak and understand English well enough to compete in the job market?	0	0.0	0	0.0	1	100.0

TABLE 26

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- WELDERS

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	12	85.7	1	7.1	1	7.1
b. Provide for vocational English as a second language course?	10	71.4	3	21.4	1	7.1
c. Use learning materials in both English and your native language?	10	71.4	3	21.4	1	7.1
d. Use learning materials only in English?	10	71.4	3	21.4	1	7.1
e. Use learning materials only in your native language?	3	21.4	5	35.7	6	42.9
f. Provide special aid for students?	9	64.3	1	7.1	4	28.6
g. Have bilingual vocational education instructors?	11	78.6	1	7.1	2	14.3
h. Have bilingual guidance counselors?	11	78.6	1	7.1	2	14.3
i. Have bilingual administrators?	11	78.6	2	14.3	1	7.1
j. Have a job placement system?	10	71.4	3	21.4	1	7.1
k. Provide child-care monies or facilities?	4	28.6	9	64.3	1	7.1
l. Help you acquire useful vocational skills?	12	85.7	0	0.0	2	14.3
m. Help you learn to speak and understand English well enough to compete in the job market?	12	85.7	1	7.1	1	7.1

TABLE 27

RESONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- WORD PROCESSING

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	1	33.3	2	66.7
b. Provide for vocational English as a second language course?	1	33.3	0	0.0	2	66.7
c. Use learning materials in both English and your native language?	0	0.0	1	33.3	2	66.7
d. Use learning materials only in English?	2	66.7	0	0.0	1	33.3
e. Use learning materials only in your native language?	0	0.0	1	33.3	2	66.7
f. Provide special aid for students?	2	66.7	0	0.0	1	33.3
g. Have bilingual vocational education instructors?	0	0.0	1	33.3	2	66.7
h. Have bilingual guidance counselors?	2	66.7	0	0.0	1	33.3
i. Have bilingual administrators?	1	33.3	1	33.3	1	33.3
j. Have a job placement system?	2	66.7	0	0.0	1	33.3
k. Provide child-care monies or facilities?	2	66.7	0	0.0	1	33.3
l. Help you acquire useful vocational skills?	2	66.7	0	0.0	1	33.3
m. Help you learn to speak and understand English well enough to compete in the job market?	1	33.3	1	33.3	1	33.3

TABLE 28

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- NO PROGRAMS INDICATED

ITEM	YES		NO		NO RESPONSE	
	#	%	#	%	#	%
Does your vocational program:						
a. Include bilingual instruction?	0	0.0	3	100.0	0	0.0
b. Provide for vocational English as a second language course?	0	0.0	2	66.7	1	33.3
c. Use learning materials in both English and your native language?	0	0.0	2	66.7	1	33.3
d. Use learning materials only in English?	3	100.0	0	0.0	0	0.0
e. Use learning materials only in your native language?	1	33.3	0	0.0	2	66.7
f. Provide special aid for students?	2	66.7	1	33.3	0	0.0
g. Have bilingual vocational education instructors?	1	33.3	1	33.3	1	33.3
h. Have bilingual guidance counselors?	1	33.3	1	33.3	1	33.3
i. Have bilingual administrators?	1	33.3	1	33.3	1	33.3
j. Have a job placement system?	2	66.7	0	0.0	1	33.3
k. Provide child-care monies or facilities?	1	33.3	2	66.7	0	0.0
l. Help you acquire useful vocational skills?	2	66.7	0	0.0	1	33.3
m. Help you learn to speak and understand English well enough to compete in the job market?	1	33.3	2	66.7	0	0.0

TABLE 29

RESPONDENTS' ASSESSMENTS OF THEIR VOCATIONAL PROGRAMS -- ALL PROGRAMS

ITEM	YES		NO		NO RESPONSE	
Does your vocational program:	#	%	#	%	#	%
a. Include bilingual instruction?	140	58.3	92	38.7	6	2.5
b. Provide for vocational English as a second language course?	118	49.6	104	43.7	16	6.7
c. Use learning materials in both English and your native language?	125	52.5	97	40.8	16	6.7
d. Use learning materials only in English?	153	64.3	75	31.5	10	4.2
e. Use learning materials only in your native language?	62	26.1	154	64.7	22	9.2
f. Provide special aid for students?	183	76.9	37	15.5	18	7.6
g. Have bilingual vocational education instructors?	172	72.3	50	21.0	16	6.7
h. Have bilingual guidance counselors?	187	78.6	35	14.7	16	6.7
i. Have bilingual administrators?	193	81.1	32	13.4	13	5.5
j. Have a job placement system?	192	80.7	33	13.9	13	5.5
k. Provide child-care monies or facilities?	94	39.5	121	50.8	23	9.7
l. Help you acquire useful vocational skills?	224	94.1	8	3.4	6	2.5
m. Help you learn to speak and understand English well enough to compete in the job market?	199	83.6	25	10.5	14	5.9

Recommendations for Vocational Training Programs

Overall goals for inproving vocational education programs for LEP populations should include the following:

1. Provide students with instruction in both English and the primary language.
2. Provide students with instruction in vocational English as a second language(VESL) while students learn an occupational skill.
3. Facilitate participation into the mainstream society.

These goals can be met in the secondary and post secondary levels by utilizing the following recommendations:

Secondary

In Texas very few of the eligible LEP students are being served in vocational programs. Better assessment, recruitment, counseling and support services are required. Since the LEP populations is targeted by the Perkins Act, funds should be appropriated especially for this group.

More bilingual vocational education programs are needed since the traditional all-English vocational setting excludes or limits LEP students' participation. Bilingual vocational educational programs involve obtaining more bilingual instructors, counselors and administrators. On the same level of importance, bilingual vocational programs provide for bilingual instruction, adaptation of the curriculum, bilingual materials and vocational English as a second language(VESL) courses.

While the projected labor demand for the agricultural areas accounts for only seven per cent, the funding for this area is nearly twelve per cent of the total vocational education

budget. It is recommended that percentages for labor demands be equal to expenditures.

It is recommended that programs at the secondary levels expand students' awareness and skills in the new technology areas such as robotics, electronics, computers, telecommunications, etc.

Another recommendation is that agricultural vocational education students receive more extensive backgrounds in the math and science areas in order to prepare them for career options within that field.

More academically varied and advanced courses be made available to vocational education students; at present students in the vocational education strands receive only the basic courses without getting into the more advanced courses required of the other students in the academic strands.

A more thorough assessment and evaluation of on-going programs should be done. Special emphasis should be placed on reviewing recruitment, retention and job placement data.

Post Secondary Level

The recommendations at the post secondary level are very similar to those for the secondary level. In particular are the following:

More bilingual vocational education programs be established. This would indicate a greater need for bilingual instructors, counselors and administrators.

Expansion of Vocational English as a Second Language classes in the on-going vocational classes.

Increased coordination, dialogue and service-rendering between departments at the IHE's. For example, the ESL classes and instructors in the English departments should be part of the vocational education settings and vice versa.

Expansion of support services. These include but are not limited to child care facilities and funds, better financial aid and access to it, peer-tutoring, group and individual counseling, career counseling, exposure to different educational settings, informal group supports, follow-up procedures, job-placement.

On-going evaluation of programs which look at the organization, management, learning rates and achievement of students and job placement opportunities.

Instututionalization of bilingual vocational education programs which target the LEP student populations.

Methods of Disseminating Report Findings

If a report is to provide the impetus for equal acess to all students as well as quality programming based on LEP special learning needs, it must be readidly available to local education agencies, institutions of higher education and community agencies which provide vocational training. Possible methods of dissemination of this report include:

- Intercultural Development Research Association Publication List;
- Texas Education Agency Publication List;
- Curriculum Clearinghouses; and
- Other Dissemination Centers.

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APPENDICES

Survey A

APPENDIX A

Survey Number_____

DIRECTIONS:

There are no right or wrong answers for the items in this questionnaire. Please attempt to respond to all items. Answer each question by using a check mark, by supplying a number, or by writing a brief response.

Name of District/Agency_____ Telephone Number_____

1. Total number of students enrolled in your district/agency during 1985-86:_____
2. Total number of LEP students enrolled in your district/ agency in 1985-86:_____
3. Total number of students enrolled in vocational programs in 1985-86:_____
4. Total number of LEP students enrolled in vocational programs in 1985-86:_____
5. Method(s) of LEP identification:_____
6. By grade level, how many students are enrolled in the following vocational areas within your district/agency?

GRADE LEVEL	AGRICULTURAL	BUSINESS	HEALTH	INDUSTRIAL	DATA PROCESSING	TOTAL
K-8						
9th						
10th						
11th						
12th						
Post-Secondary						
Continuing (ADULT)						
TOTAL						

7. What academic criteria/eligibility is required for participation in your vocational education programs? _____

_____

8. List the major occupations for which your students prepare:

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

9. Your district/agency's 1984-85 student enrollment was: _____
10. Your district/agency's 1984-85 LEP student enrollment was: _____
11. Number of 1984-85 vocational education students placed in jobs was: _____
12. Does your district/agency participate in any other state or locally-funded vocational programs? _____Yes _____No
    If yes, specify: _____
13. Do you offer bilingual vocational education classes? _____Yes _____No
    If yes, describe: _____

_____

14. In your opinion, what is the most successful vocational area for LEP students?

_____

_____

Why? _____

CONTINUED ON OTHER SIDE

15. Does your bilingual vocational education program:

___Yes ___No a. Provide for a separate Vocational English as a second language(VESL*) course?
___Yes ___No b. Modify the curriculum for LEP students?
___Yes ___No c. Provide special financial aid for students?
___Yes ___No d. Include bilingual vocational instructors?
___Yes ___No e. Include bilingual guidance counselors?
___Yes ___No f. Include bilingual administrators?
___Yes ___No g. Provide child-care monies or facilities for participants?
___Yes ___No h. Have a job-placement referral service?
___Yes ___No i. Have a follow-up system?
___Yes ___No j. Have written plan for serving LEP students?
___Yes ___No k. Have culturally-relevant materials for LEP students?
___Yes ___No l. Provide specialized inservice for staff on LEP student needs?
___Yes ___No m. Coordinate activities between staff and students of this program and the all-English program?

16. Within the last year, how often have the following attended specialized inservice or training on the needs of LEP students?

a. Administrators	___None	___1 to 4 times	___Over 5 times
b. Voc. Ed. Faculty	___None	___1 to 4 times	___Over 5 times
c. *VESL Faculty	___None	___1 to 4 times	___Over 5 times
d. Guidance Staff	___None	___1 to 4 times	___Over 5 times

17. Describe any other special programs in your district/agency designed to serve LEP students:_____

_____

18. Projected number of LEP students in 1986-87: _____
Projected number of LEP students in vocational education in 1986-87: _____

19. Rate your district/agency's bilingual vocational education program:
___Well above average ___Average ___Below average

20. Please add any other comments, preceptions, recommendations, etc. regarding services for LEP vocational students or programs:_____

_____

_____

_____

Thank you very much for your cooperation.

Bilingual Vocational Education Needs Assessment Project
IDRA
5835 Callaghan Rd., Suite 350
San Antonio, Tx. 78228
512-684-8180

Survey B

APPENDIX B

STUDENT QUESTIONNAIRE
VOCATIONAL EDUCATION NEEDS ASSESSMENT

To assist us in gathering information on services provided in vocational education programs, your cooperation is requested in completing this questionnaire. This study is being conducted by the Intercultural Development Research Association for the Texas Education Agency.

PLEASE CHECK ONLY THE ANSWER THAT BEST APPLIES OR WRITE A BRIEF RESPONSE.

1. ____Female ____Male

2. ____Under 18 ____18-24 ____24-30 ____30-50 ____Over 50

3. ____American Indian or Alaskan Native
____Asian or Pacific Islander
____Black, not of Hispanic Origin
____Hispanic
____White, Not of Hispanic Origin
____Other, Specify_____

4. Do you speak another language other than English? ____Yes ____No
If yes, what is the other language? _____
Which is your first or native language? _____

5. School Status(check only one). ____I am in school. ____I am not in school.

6. If in school, I am taking classes to work as _____.

7. If in school, the name of my district/agency is _____.

8. If in school, I will receive: ____A.A.S. or ____Certificate

9. Does your vocational program:
___Yes ___No a. Include bilingual instruction?
___Yes ___No b. Provide for vocational English as a second language course?
___Yes ___No c. Use learning materials in both English and your native language?
___Yes ___No d. Use learning materials only in English?
___Yes ___No e. Use learning materials only in your native language?
___Yes ___No f. Provide special aid for students?
___Yes ___No g. Have bilingual vocational education instructors?
___Yes ___No h. Have bilingual guidance counselors?
___Yes ___No i. Have bilingual administrators?
___Yes ___No j. Have a job placement system?
___Yes ___No k. Provide child-care monies or facilities?
___Yes ___No l. Help you acquire useful vocational skills?
___Yes ___No m. Help you learn to speak and understand English well enough to compete in the job market?

If your program is not bilingual, could a bilingual vocational education program help you? ___Yes ___No

10. Describe any difficulties that you have in your vocational education classes.
_____

11. Work status(check all that apply). ___Full-time ___Part-time ___Unemployed

12. If working, describe the work: _____
_____

13. If working, is your job related to your vocational education classes? ___Yes ___No

14. Please list any comments about your vocational education program on the back.

THANK YOU FOR YOUR HELP.

APPENDIX C

Advisory Committee Members

Khoi Bui	President of Aztec Investment Casting Company, Fort Worth, Texas
Dr. Max Castillo	President of San Antonio College, San Antonio, Texas
Dr. Ted Martinez	Dean of Occupational/Technical Education, Dallas Community College, Dallas, Texas
Dan Mungia	Director of Title VII Bilingual Vocational Project, Houston Community College, Houston, Texas
Dr. Jacinto Juarez	Dean of Occupational/Technical Education and Continuing Education Laredo Jr. College, Laredo, Texas
Servando Villarreal	Dean of Student Services Texas State Technical Institute, Harlington, Texas
Mike Villarreal	President of Laredo Development Foundation and Villarreal Electric, Laredo, Texas
Andrew Ramirez	Developer/Commercial Real Estate Avante, San Antonio, Texas
Desi Rios	Vocational Dean, Texas Southmost College, Brownsville, Texas
Dr. Dan Bristow	Texas Education Agency
Sylvia Hinojosa	Vocational Education Coordinator Edgewood ISD, San Antonio, Texas
Everado Avila	El Paso Community College El Paso, Texas
Tessa Tagle	San Antonio College San Antonio, Texas
Pat de Hesus	San Antonio College San Antonio, Texas